SOLVED EXAMPLES

1. Which of the following statements best describes the term 'situationism'?
   (a) It is the view that our behaviours are influenced by our personal traits.
   (b) It is the view that situations and circumstances in which one is placed influence one's behaviour.
   (c) It is the view that human beings don't have any control over themselves.
   (d) It is the view that some people are affected more by situations compared to others.

Ans. (b)

2. Identify the psychological attributes on the basis of their definitions given below.
   (i) It refers to an individual's underlying potential for acquiring skills.
   (ii) It refers to relatively enduring characteristics of a person that make her or him distinct from others.
   (iii) They are enduring beliefs about an ideal mode of behaviour.
   (iv) It is an individual's preference for engaging in one or more specific activities relative to others.

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(a) (i) - Aptitude, (ii) - Personality, (iii) - Values, (iv) - Interest
(b) (i) - Intelligence, (ii) - Values, (iii) - Personality, (iv) - Aptitude
(c) (i) - Interest, (ii) - Aptitude, (iii) - Values, (iv) - Personality
(d) (i) - Personality, (ii) - Intelligence, (iii) - Aptitude, (iv) - Values

Ans. (a)

3. Which of the following statements best describes the term "psychological tests"?
   (a) These are a group of tests that help in determining if the functioning of the nervous system is impaired.
   (b) These are used to assess the different levels of intelligence in different individuals.
   (c) These are objective and standardized measures of an individual's mental and/or behavioural characteristics.
   (d) These are the tests used for job recruitment purposes.

Ans. (c)

4. Identify different methods of psychological assessment on the basis of their descriptions given below.
   (i) It involves employing systematic, organized, and objective procedures to record behavioural phenomena occurring naturally in real time.
   (ii) It involves seeking information from a person on a one-to-one basis. For eg, we can see it being used when a counsellor interacts with a client, a salesperson makes a door-to-door survey regarding the usefulness of a particular product, an employer selects employees for her/his organisation.
   (iii) It is an in-depth study of the individual in terms of her/his psychological attributes, psychological history in the context of her/his psychosocial and physical environment.
   (a) (i) - Interview, (ii) - Case study, (iii) - Observation
   (b) (i) - Observation, (ii) - Interview, (iii) - Case study
   (c) (i) - Case study, (ii) - Observation, (iii) - Interview
   (d) (i) - Case study, (ii) - Interview, (iii) - Observation

Ans. (b)

5. Which of the following are true about the self report method of psychological assessment?
   (i) It is a method in which a person provides factual information about herself/himself and/or opinions, beliefs, etc. that s/he holds.
   (ii) Information may be obtained by using an interview schedule or a questionnaire, a psychological test, or a personal diary.
   (a) Only (i) (b) Only (ii)
   (c) Both (i) and (ii) (d) None of these

Ans. (c)

6. Who among the following defined intelligence as the ability to judge well, understand well, and reason well?
   (a) Alfred Binet (b) Howard Gardner
   (c) Sternberg (d) Wechsler

Ans. (a)

7. How did Weschler define intelligence?
   (a) It is the ability to judge well, understand well, and reason well.
   (b) It is the biopsychological potential to process information that can be activated in a cultural setting to solve problems or create products that are of value in a culture.
   (c) It is the ability to read, compute mathematically, and perform other similar subjects.
   (d) It is the global and aggregate capacity of an individual to think, act purposefully, and to deal effectively with her/his environment.

Ans. (d)

8. Which of the following are the two broad types of approaches into which intelligence theories have been classified?
   (i) Psychometric approach
   (ii) Multi-dimensional approach
   (iii) Information-processing approach
   (iv) Unitary approach
   (a) Both (ii) and (iv) (b) Both (i) and (iii)
   (c) Both (i) and (ii) (d) Both (iii) and (iv)

Ans. (b)

9. Which of the following statements best describes the psychometric approach of viewing intelligence?
   (a) This approach describes the processes people use in intellectual reasoning and problem solving.
   (b) This approach views intelligence as a behaviour.
   (c) This approach considers intelligence as an aggregate of abilities. It expresses the individual's performance in terms of a single index of cognitive abilities.
   (d) This approach views intelligence in terms of aptitude one possesses for learning anything.

Ans. (c)

10. Which of the following statements best describes the information-processing approach of viewing intelligence?
    (a) This approach describes the processes people use in intellectual reasoning and problem solving.
    (b) This approach considers intelligence as an aggregate of abilities. It expresses the individual's performance in terms of a single index of cognitive abilities.
    (c) This approach views intelligence in terms of aptitude one possesses for learning anything.
    (d) This approach views intelligence as synonymous to possessing information on different subjects.

Ans. (a)

PRACTICE QUESTIONS

1. Who among the following was the first psychologist who tried to formalize the concept of intelligence in terms of mental operations?
   (a) Howard Gardner (b) Alfred Binet
   (c) Sternberg (d) Wechsler
2. Which of the following theories of intelligence was given by Alfred Binet?
   (a) Two-factor theory
   (b) Structure-of-intellect model
   (c) Theory of Multiple Intelligences
   (d) One-factor theory
3. Who among the following proposed the two-factor theory of intelligence?
   (a) Alfred Binet (b) J.P. Guilford
   (c) Charles Spearman (d) Louis Thurstone
4. Which of the following theories of intelligence was proposed by Louis Thurstone?
   (a) Theory of primary mental abilities
   (b) Two-factor theory
   (c) Triarchic Theory of Intelligence
   (d) Structure-of-intellect model
5. Who among the following proposed a hierarchical model of intelligence?
   (a) J.P. Guilford (b) Arthur Jensen
   (c) Charles Spearman (d) Louis Thurstone
6. Which of the following theories of intelligence was proposed by J.P. Guilford?
   (a) Triarchic Theory of Intelligence
   (b) Structure-of-intellect model
   (c) Theory of multiple intelligences'
   (d) Theory of primary mental abilities
7. Identify the approaches that following theories of intelligence represent.
   (i) Two-factor theory
   (ii) Theory of primary mental abilities
   (iii) Structure-of-intellect model
   (iv) One-factor theory
   (a) (i) - Psychometric approach, (ii) - Psychometric approach, (iii) - Psychometric approach, (iv) - Psychometric approach
   (b) (i) - Psychometric approach, (ii) - Psychometric approach, (iii) - Information-processing approach, (iv) - Psychometric approach
   (c) (i) - Information-processing approach, (ii) - Information-processing approach, (iii) - Psychometric approach, (iv) - Information-processing approach
   (d) (i) - Information-processing approach, (ii) - Psychometric approach, (iii) - Psychometric approach, (iv) - Information-processing approach
8. Who among the following proposed the theory of multiple intelligences?
   (a) Sternberg (b) Arthur Jensen
   (c) Howard Gardner (d) Charles Spearman
9. How many types of intelligences were proposed by Howard Gardner in his theory of multiple intelligences?
   (a) Seven (b) Nine
   (c) Five (d) Eight
10. Which of the following is not a type of intelligence proposed by Howard Gardner in his theory of multiple intelligences?
    (a) Linguistic intelligence
    (b) General intelligence
    (c) Naturalistic intelligence
    (d) Bodily-Kinaesthetic
11. According to which of the following theories of intelligence, there are 3 basic types of intelligence : Componential, Experiential, and Contextual?
    (a) Theory of primary mental abilities
    (b) Structure-of-intellect model
    (c) One-factor theory
    (d) Triarchic Theory of Intelligence
12. According to which of the following theories of intelligence, intelligence consists of a general factor (g-factor) and some specific factors (s-factors)?
    (a) Two-factor theory
    (b) Structure-of-intellect model
    (c) One-factor theory
    (d) Theory of multiple intelligences
13. J.P. Guilford's structure-of- intellect model classifies intellectual traits among which of the following set of dimensions?
    (a) General, specific and peripheral
    (b) Operations, contents, and products
    (c) Cognitive, affective and behavioural
    (d) Componential, Experiential, and Contextual
14. What are the three basic types of intelligence according to Sternberg's triarchic theory of intelligence?
    (a) General, specific and peripheral
    (b) Operations, contents, and products
    (c) Componential, Experiential, and Contextual
    (d) Cognitive, affective and behavioural
15. Identify the three basic types of intelligence according to Sternberg's triarchic theory of intelligence?
    (i) This type of intelligence is involved in using past experiences creatively to solve novel problems.
    (ii) This type of intelligence is the analysis of information to solve problems.
    (iii) This type of intelligence involves the ability to deal with environmental demands encountered on a daily basis.

(a) (i) - Experiential intelligence, (ii) - Componential intelligence, (iii) - Contextual intelligence
(b) (i) - Contextual intelligence, (ii) - Componential intelligence, (iii) - Experiential intelligence
(c) (i) - Componential intelligence, (ii) - Contextual intelligence, (iii) - Experiential intelligence
(d) (i) - Contextual intelligence, (ii) - Experiential intelligence, (iii) - Componential intelligence

16. Identify the types of intelligences which will mainly be used by the following kinds of professionals.
(i) Gymnasts
(ii) Interior decorators
(iii) Spiritual leaders
(iv) Botanists
(a) (i) - Bodily-Kinaesthetic, (ii) - Spatial, (iii) - Intrapersonal, (iv) - Naturalistic
(b) (i) - Spatial, (ii) - Naturalistic, (iii) - Bodily-Kinaesthetic, (iv) - Intrapersonal
(c) (i) - Naturalistic, (ii) - Bodily-Kinaesthetic, (iii) - Spatial, (iv) - Intrapersonal
(d) (i) - Intrapersonal, (ii) - Spatial, (iii) - Naturalistic, (iv) - Bodily-Kinaesthetic

17. Which of the following is not a type of intelligence identified by Howard Gardner in his theory of multiple intelligences?
(a) Logical-Mathematical (b) Musical
(c) Artistic (d) Interpersonal

18. Which of the following is not a primary mental ability which intelligence consists of, according to Louis Thurstone's theory of intelligence?
(a) Memory
(b) Mental aptitude
(c) Inductive Reasoning
(d) Spatial Relations

19. Which of the following are the two factors that intelligence consists of according to Spearman's theory of intelligence?
(a) General factor and Specific factors
(b) Operations and Products
(c) Componential factor and Experiential factors
(d) Cognitive factor and affective factor

20. Identify the dimensions among which intellectual traits have been classified, in the structure-of-intellect model given by J.P. Guilford?
(i) This dimension refers to what the respondent does. This includes cognition, memory recording, memory retention, divergent production, convergent production, and evaluation.
(ii) This dimension refers to the form in which information is processed by the respondent. This dimension is classified into units, classes, relations, systems, transformations, and implications.
(iii) This dimension refers to the nature of materials or information on which intellectual processes are performed. These include visual, auditory, symbolic (e.g., letters, numbers), semantic (e.g., words) and behavioural (e.g., information about people's behaviour, attitudes, needs, etc.).
(a) (i) - Contents, (ii) - Operations, (iii) - Products
(b) (i) - Operations, (ii) - Products, (iii) - Contents
(c) (i) - Products, (ii) - Contents, (iii) - Operations
(d) (i) - Contents, (ii) - Products, (iii) - Operations

21. Which of the following theories of intelligence conceptualizes intelligence as consisting of one similar set of abilities which can be used for solving any or every problem in an individual's environment?
(a) Structure-of-intellect model
(b) Theory of primary mental abilities
(c) Triarchic Theory of Intelligence
(d) One factor theory

22. Which of the following options correctly describes the two levels of intelligence according to the hierarchical theory of intelligence given by Arthur Jensen?
(a) Level 1 - It involves performing the operations on the material, Level - it involves obtaining the product after performing the required operations on the material.
(b) Level 1 - It involves analysis of information to solve problems, Level 2 - It involves the ability to deal with environmental demands encountered on a daily basis.
(c) Level 1 - It is the associative learning in which output is more or less similar to the input (e.g., rote learning and memory), Level 2- It involves higher-order skills as they transform the input to produce an effective output.
(d) Level 1 - It consists of the general factor of intelligence, Level 2 - It consists of the specific factors of intelligence

23. Which of the following are the components of Componential intelligence, in the triarchic theory of intelligence proposed by Robert Sternberg?
(i) Performance component
(ii) Knowledge acquisition component
(iii) Meta component
(iv) Intra-relations component
(a) (i), (ii) and (iv) (b) (ii), (iii) and (iv)
(c) (i), (ii) and (iii) (d) (i), (iii) and (iv)

24. Identify the three components of the componential intelligence, on the basis of their descriptions given below, according to the triarchic theory of intelligence proposed by Robert Sternberg?
(i) These components encode; combine and compare information

(ii) These components control, monitor and evaluate cognitive processing
(iii) These components execute strategies assembled by metacomponents.
(a) (i) - Knowledge acquisition components, (ii) - Performance components, (iii) - Metacomponents
(b) (i) - Knowledge acquisition components, (ii) - Metacomponents, (iii) - Performance components
(c) (i) - Metacomponents, (ii) - Knowledge acquisition components, (iii) - Performance components
(d) (i) - Metacomponents, (ii) - Performance components, (iii) - Knowledge acquisition components

25. J.P. Das, Jack Naglieri, and Kirby developed which of the following theories/models of intelligence.
(a) Planning, Attention-arousal, and Simultaneous-successive (PASS) Model of Intelligence
(b) Structure-of-intellect model of intelligence
(c) Theory of multiple intelligences
(d) Triarchic theory of intelligence

26. Identify the three functional units of the brain according to the PASS Model of intelligence developed by J.P. Das, Jack Naglieri, and Kirby. On the basis of their descriptions given below.
(i) This unit involves perceiving the relations among various concepts and integrating them into a meaningful pattern for comprehension, or remembering all the information serially so that the recall of one leads to the recall of another.
(ii) This unit allows one to think of the possible courses of action, implement them to reach a target, and evaluate their effectiveness.
(iii) This unit is basic to any behaviour as it helps us in attending to stimuli.It enables a person to process information, and at optimal level, focuses our attention to the relevant aspects of a problem.
(a) (i) - Planning, (ii) - Simultaneous and Successive Processing, (iii) - Arousal/Attention
(b) (i) - Simultaneous and Successive Processing, (ii) - Planning, (iii) - Arousal/Attention
(c) (i) - Arousal/Attention, (ii) - Simultaneous and Successive Processing, (iii) - Planning
(d) (i) - Planning, (ii) - Arousal/Attention, (iii) - Simultaneous and Successive Processing

27. Identify the different theories of intelligence on the basis of their descriptions given below.
(i) According to this theory, there are three basic types of intelligence: Componential, Experiential, and Contextual.
(ii) According to this theory, intelligence is not a single entity; rather distinct types of intelligences exist, which are completely independent of each other. Eight types of intelligence were identified in this theory.
(iii) According to this theory, intelligence consists of a general factor (g-factor) and some specific factors (s-factors).
(iv) This theory classifies intellectual traits among three dimensions: operations, contents, and products.
(a) (i) - Triarchic theory of intelligence, (ii) - Theory of multiple intelligences, (iii) - Two-factor theory, (iv) - Structure-of-intellect model of intelligence
(b) (i) - Theory of multiple intelligences, (ii) - Theory of primary mental abilities, (iii) - Hierarchical theory of intelligence (given by Jensen), (iv) - Triarchic theory of intelligence
(c) (i) - Theory of primary mental abilities, (ii) - Triarchic theory of intelligence, (iii) - PASS model of intelligence, (iv) - Hierarchical theory of intelligence (given by Jensen)
(d) (i) - Hierarchical theory of intelligence (given by Jensen), (ii) - Structure-of-intellect model of intelligence, (iii) - Theory of primary mental abilities, (iv) - PASS model of intelligence

28. Who among the following developed a battery of tests, known as the Cognitive Assessment System (CAS)?
(a) Louis Thurstone (b) Wechsler
(c) Alfred Binet (d) Das and Naglieri

29. Which of the following statements are true about the battery of tests, called the Cognitive Assessment System (CAS), developed by Das and Naglieri?
(i) It consists of verbal as well as non-verbal tasks.
(ii) The tasks included measure basic cognitive functions presumed to be independent of schooling.
(iii) The battery of tests is meant for individuals between 18-40 years of age.
(a) Both (ii) and (iii) (b) Both (i) and (iii)
(c) Both (i) and (ii) (d) All of the above

30. Identify the different types of intelligences on the basis of their descriptions given below, according to the theory of multiple intelligences given by Howard Gardner?
(i) It is the ability to understand one's own feelings, motives, and desires.
(ii) It refers to the abilities involved in forming, using, and transforming mental images.
(iii) It is the ability to understand the subtle aspects of others' behaviours like their motives and feelings so as to bond into a comfortable relationship with them.
(iv) It is the ability to identify the features of the natural world.

(a) (i) - Interpersonal intelligence, (ii) - Bodily-Kinaesthetic intelligence, (iii) - Intrapersonal intelligence, (iv) - Spatial intelligence
(b) (i) - Intrapersonal intelligence, (ii) - Spatial intelligence, (iii) - Interpersonal intelligence, (iv) - Naturalistic intelligence
(c) (i) - Naturalistic intelligence, (ii) - Intrapersonal intelligence, (iii) - Logical-Mathematical intelligence, (iv) - Interpersonal intelligence
(d) (i) - Bodily-Kinaesthetic intelligence, (ii) - Logical-Mathematical intelligence, (iii) - Naturalistic intelligence, (iv) - Linguistic intelligence

31. Which of the following statements best describes the effect of environment and heredity on intelligence?
(a) Intelligence of an individual is completely independent of the environment he/she is brought up in.
(b) Heredity and intelligence have a perfect positive correlation of 1.
(c) Heredity sets a range within which an individual's development is actually shaped by the support and opportunities of the environment.
(d) Neither heredity or environment influence an individual's intelligence.

32. Who among the following made the first successful attempt to formally measure intelligence?
(a) Charles Spearman
(b) Wechsler
(c) Howard Gardner
(d) Alfred Binet and Theodore Simon

33. Who among the following gave the concept of mental age?
(a) Louis Thurstone
(b) Das and Naglieri
(c) Alfred Binet and Theodore Simon
(d) Wechsler

34. Which of the following statements best describes the concept of mental age?
(a) It is the normal age of a person.
(b) It is a measure of a person's intellectual development relative to people of her/his age group.
(c) It is a person's ability to use mental processes like problem solving, critical thinking etc. successfully in everyday tasks.
(d) It is a person's age till which the person still has around 80 percent of his/hr cognitive functions, after which they start declining.

35. Who among the following devised the concept of Intelligence Quotient (IQ)?
(a) William Sternberg (b) Wechsler
(c) Charles Spearman (d) Howard Gardner

36. Which of the following options shows the correct formula of Intelligence Quotient (IQ)?
(a) IQ = MA/CA (b) IQ = (MA/CA) * 100
(c) IQ = (CA/MA)*100 (d) IQ = CA/MA

37. Which of the following would be the IQ of a 20 years old child with a mental age of 24 years?
(a) 100 (b) 130
(c) 120 (d) 150

38. Which of the following is the correct full criteria to classify someone as intellectually disabled?
(a) IQ above 130 (b) IQ between 80 to 89
(c) IQ score below 70 (d) IQ score below 50

39. Which of the following is the correct full criteria to classify someone as intellectually gifted?
(a) IQ above 150
(b) IQ above 130
(c) IQ between 120 and 130
(d) IQ above 100

40. What is the type of graph obtained in the frequency distribution for the IQ scores in a normal population?
(a) Negatively skewed curve
(b) Positively skewed curve
(c) A bell-shaped normal curve
(d) Multimodal curve

41. Approximately what percentage of a normal population is intellectually gifted or intellectually disabled?
(a) 50 percent (b) 16 percent
(c) 7 percent (d) 2 percent

42. What is the mean IQ score in a normal population?
(a) 100 (b) 90
(c) 70 (d) 120

43. How does the American Association on Mental Deficiency (AAMD) define intellectual disability?
(a) Intellectual disability is defined as below average intellectual functioning.
(b) It is defined as significantly sub-average general intellectual functioning existing concurrently with deficits in adaptive behaviour and manifested during the developmental eriod.
(c) It is defined as deficits in performance cognitive functions like critical thinking, problem-solving, memory etc.
(d) It is defined as problems in living beyond a certain age.

44. Which of the following are the basic features which classify a person as intellectually disabled, on the basis of the definition of intellectual disability given by American Association on Mental Deficiency (AAMD)?
(i) IQ below 70
(ii) Deficits in adaptive behaviour i.e. a person's capacity to be independent and deal effectively with his/her environment.

(iii) The deficits must be observed during the developmental period, that is between 0 and 18 years of age.
(iv) The deficits must be observed beyond the age of 30 years.
(a) (i), (ii) and (iv) (b) (i), (ii) and (iii)
(c) Both (i) and (ii) (d) Both (i) and (iii)

45. Which of the following ranges or criteria of IQ scores represent the mild level of intellectual disability?
(a) IQs below 20–25
(b) IQs 20–25 to approximately 35–40
(c) IQs 35–40 to approximately 50–55
(d) IQs 55 to approximately 70

46. Which of the following ranges or criteria of IQ scores represent the severe level of intellectual disability?
(a) IQs 35–40 to approximately 50–55
(b) IQs 20–25 to approximately 35–40
(c) IQs below 20–25
(d) IQs below 10-15

47. Which of the following ranges or criteria of IQ scores represent the moderate level of intellectual disability?
(a) IQs 70 to approximately 90
(b) IQs 55 to approximately 70
(c) IQs 35–40 to approximately 50–55
(d) IQs 20–25 to approximately 35–40

48. Which of the following ranges or criteria of IQ scores represent the profound level of intellectual disability?
(a) IQs 20–25 to approximately 35–40
(b) IQs below 20–25
(c) IQs below 10-15
(d) IQs below 5-10

49. Identify the level of intellectual disability for the following groups of people on the basis of their descriptions given below.
(i) They lag behind their peers in language and motor skills. They can be trained in self-care skills, and simple social and communication skills. They need to some moderate degree of supervision in everyday tasks
(ii) They are incapable of managing life and need constant care for their entire lives.
(iii) Although their development is typically slower than that of their peers, they can function quite independently, hold jobs and families.
(a) (i) - Moderate, (ii) - Severe and profound, (iii) - Mild
(b) (i) - Mild, (ii) - Severe and profound, (iii) - Moderate
(c) (i) - Severe and profound, (ii) - Moderate, (iii) - Mild
(d) (i) - Severe and profound, (ii) - Mild, (iii) - Moderate

50. Who among the following began follo of intellectually gifted children in 1925?
(a) Wechsler (b) Charles S
(c) Lewis Terman (d) Alfred Bin

51. Identify the terms which can be used to desc following.
(i) It is the exceptional general ability shown in superior performance in a wide variety of areas.
(ii) It refers to remarkable ability in a specific field (e.g., spiritual, social, aesthetic, etc.).
(a) (i) - Talent, (ii) - Giftedness
(b) (i) - Giftedness, (ii) - Talent
(c) Both the terms Talent and Giftedness can be used interchangeably to describe (i) and (ii)
(d) Neither 'Talent' nor 'Giftedness' can be used to describe (i) and/or (ii)

52. Combination of which of the following traits represents giftedness from teachers' point of view, as has been suggested by psychologists?
(i) High creativity
(ii) High ability
(iii) High generosity
(iv) High commitment
(a) (ii), (iii) and (iv) (b) (i), (ii) and (iii)
(c) (i), (ii) and (iv) (d) All of the above

53. Which of the following are the important characteristics of gifted children?
(i) High speed in processing information.
(ii) Independent and non-conformist thinking.
(iii) Superior generalisation and discrimination ability.
(iv) High level of intrinsic motivation and self-esteem.
(a) (i), (ii) and (iii)
(b) (i), (ii) and (iv)
(c) (i) and (ii)
(d) All of the above

54. Which of the following are true about individual and group tests?
(i) An individual intelligence test can be administered to one person at a time whereas a group intelligence test can be administered to several persons simultaneously.
(ii) Individual tests allow people to answer orally or in a written form or manipulate objects as per the tester's instructions whereas group tests generally seek written answers usually in a multiple-choice format.
(iii) Only one person administers an individual test whereas several persons together administer a group test.
(iv) Individual tests require the test administrator to establish a rapport with the subject and be sensitive to her/his feelings, moods and

expressions during the testing session whereas group tests do not allow an opportunity to be familiar with the subjects' feelings.

(a) Both (i) and (ii) (b) (i), (ii) and (iv)
(c) (ii), (iii) and (iv) (d) All of the above

55. Identify whether the following tests are verbal, non-verbal or performance tests, on the basis of their descriptions given below.
(i) These tests require subjects to manipulate objects and other materials to do a task.
(ii) These tests use pictures or illustrations as test items.
(iii) These tests require subjects to give verbal responses either orally or in a written form.
(a) (i) - Non-verbal test, (ii) - Performance test, (iii) - Verbal test
(b) (i) - Verbal test, (ii) - Non-Verbal test, (iii) - Performance test
(c) (i) - Performance test, (ii) - Non-verbal test, (iii) - Verbal test
(d) (i) - Non-verbal test, (ii) - Verbal test, (iii) - Performance test

56. Identify whether the following tests are verbal, non-verbal or performance tests.
(i) Raven's Progressive Matrices (RPM) Test
(ii) Kohs' Block Design Test
(iii) Stanford-Binet intelligence scale
(a) (i) - Verbal test, (ii) - Non-verbal test, (iii) - Performance test
(b) (i) - Performance test, (ii) - Non-verbal test, (iii) - Verbal test
(c) (i)-Performance test, (ii)-Verbal test, (iii) - Non-verbal test
(d) (i) - Non-verbal test, (ii) - Performance test, (iii) - Verbal test

57. Which of the following is a major advantage of performance tests?
(a) Intelligence can be tested with greater ease with the help of performance tests.
(b) Performance tests can be easily administered to persons from different cultures.
(c) Performance tests improve one's performance skills.
(d) Performance tests increase the confidence of the person taking the test.

58. Read the assertion and reason statements given below and choose the correct alternative from the options that follow.
Assertion : Educated middle class white subjects generally perform better than Asians and Africans on some tests developed in America and Europe.
Reason : The items in some tests developed in Europe and America do not respect the cultural perspectives of Asia and Africa. The norms for these tests are also drawn from western cultural groups.
(a) Assertion is true but the reason is false.
(b) The assertion as well as the reason are false.
(c) Both the assertion and the reason are true and reason is the correct explanation for the assertion.
(d) The assertion is false but the reason is true.

59. Which of the following statements best describes culture-fair tests?
(a) These tests are based on common human experience and considered to be relatively unbiased with respect to special background influences.
(b) These tests include one item each using the language of all the major cultures in the world.
(c) These tests do not include any items, the language of which could offend some particular cultural groups.
(d) These tests require the test-takers to take culture sensitivity training before taking the test.

60. Read the assertion and reason statements given below and choose the correct alternative from the options that follow.
Assertion : Non-verbal and performance tests help reduce the cultural bias.
Reason : People from different cultures speak different languages and even if they speak the same language, people from different cultures ascribe different meanings to the same words sometimes. Non-verbal and performance tests don't make use of language.
(a) Assertion is true but the reason is false.
(b) The assertion as well as the reason are false.
(c) Both the assertion and the reason are true and reason is the correct explanation for the assertion.
(d) The assertion is false but the reason is true.

61. Read the assertion and reason statements given below and choose the correct alternative from the options that follow.
Assertion : Intelligence tests should only be administered by trained investigators.
Reason : Administration of intelligence tests by naive testers can lead to their misuse intentionally or unintentionally, finally administering a test biased in favor of the middle class and higher class populations may underestimate the IQ of children coming from disadvantaged sections of the society.
Trained investigators will make sure to avoid these things from happening, by administering culture-fair tests, educating the test-takers and people related to them about the meaning of the test scores, etc.
(a) Assertion is true but the reason is false.
(b) The assertion as well as the reason are false.
(c) Both the assertion and the reason are true and reason is the correct explanation for the assertion.
(d) The assertion is false but the reason is true.

62. Who among the following adapted the Wechsler Adult Performance Intelligence Scale for use with the Indian population?
(a) S.K. Kulshrestha (b) R Ramalingaswamy
(c) S. Jalota (d) Uday Shankar

63. Who among the following developed a battery of performance tests of intelligence in India?
(a) Bhatia (b) Pramila Pathak
(c) Uday Shankar (d) Prayag Mehta

64. Who among the following developed the Bihar Test of Intelligence?
(a) Bhatia (b) Pramila Pathak
(c) S.M. Mohsin (d) M.C. Joshi

65. Who among the following developed the Draw-a-man test in India?
(a) Uday Shankar (b) Pramila Pathak
(c) S. Jalota (d) M.C. Joshi

66. Which of the following institutes has documented Indian tests?
(a) National Library of Educational and Psychological Tests (NLEPT)
(b) National Institute of Mental Health and Neuro-Sciences (NIMHANS)
(c) The National Library
(d) Indian Institute of Psychology and Research (IIPR)

67. Which of the following statements correctly differentiate between the western and Indian concepts of intelligence?
(i) The Indian concept of intelligence does not have a cognitive component whereas western concept of intelligence lays emphasis on the cognitive parameters.
(ii) Intelligence in the Indian tradition also focuses on other facets like social competence, emotional competence and entrepreneurial competence apart from cognitive capacity.
(a) Only (i) (b) Only (ii)
(c) Neither (i) nor (ii) (d) Both (i) and (ii)

68. Which of the following statements best describes the concept of technological intelligence?
(a) Technologically advanced societies adopt child rearing practices that foster skills of generalisation and abstraction, speed, minimal moves, and mental manipulation among children. Possessing these skills is known as technological intelligence.
(b) Technological intelligence is the knowledge of different kinds of technological innovations, gadgets etc.
(c) It is the knowledge about how to selfishly just focus on one's own needs and desires while ignoring other people's feelings.
(d) This intelligence gives emphasis on connectivity with the social and world environment.

69. Which of the following statements best describes the concept of integral intelligence?
(a) Possessing skills of generalisation and abstraction, speed, minimal moves, and mental manipulation, attention, observation, analysis, performance, speed, and achievement orientation is known as integral intelligence.
(b) This intelligence gives emphasis on connectivity with the social and world environment, by including other aspects in intelligence like social competence, emotional competence and entrepreneurial competence.
(c) This is a spiritual type of intelligence which consists of the skills that can help one achieve 'nirvana'.
(d) This type of intelligence combines psychometric as well as information-processing approaches to intelligence.

70. Which of the following competencies are identified as facets of intelligence, according to the concept of intelligence in Indian tradition?
(i) Cognitive capacity
(ii) Entrepreneurial competence
(iii) Spiritual competence
(iv) Emotional competence
(a) (iii) and (iv) (b) (i), (ii) and (iii)
(c) (i), (ii) and (iv) (d) All of the above

71. Read the assertion and reason statements given below and choose the correct alternative from the options that follow.
Assertion : A person's intelligence is likely to be tuned by his/her culture.
Reason : While elementary mental functions (e.g., crying, attending to mother's voice, sensitivity to smells etc.) are universal, the manner in which higher mental functions such as problem solving and thinking operate are largely culture-produced.
(a) Assertion is true but the reason is false.
(b) The assertion as well as the reason are false.
(c) Both the assertion and the reason are true and reason is the correct explanation for the assertion.
(d) The assertion is false but the reason is true.

72. Identify the different types of competencies which have been identified as the facets of intelligence in the Indian tradition, according to their descriptions given below.
(i) This competence involves respect for social order, commitment to elders, the young and the needy, concern about others, recognising others' perspectives.
(ii) This competence involves commitment, persistence, patience, hard work, vigilance, and goal-directed behaviours.

(iii) This competence involves sensitivity to context, understanding, discrimination, problem solving, and effective communication.
(iv) This competence involves self-regulation and self-monitoring of emotions, honesty, politeness, good conduct, and self-evaluation.

(a) (i) - Social competence, (ii) - Entrepreneurial competence, (iii) - Cognitive capacity, (iv) - Emotional competence
(b) (i) - Emotional competence, (ii) - Cognitive capacity, (iii) - Entrepreneurial competence, (iv) - Social competence
(c) (i) - Entrepreneurial competence, (ii) - Emotional competence, (iii) - Cognitive capacity, (iv) - Social competence
(d) (i) - Cognitive capacity, (ii) - Social competence, (iii) - Entrepreneurial competence, (iv) - Emotional competence

73. Who among the following defined emotional intelligence as the ability to monitor one's own and other's emotions, to discriminate among them, and to use the information to guide one's thinking and actions?
(a) Daniel Kahneman (b) S.M. Mohsin
(c) Salovey and Mayer (d) Albert Bandura

74. Which of the following statements correctly describe(s) the relationship between aptitude and interest?
(i) A person may be interested in a particular job or activity, but may not have the aptitude for it.
(ii) A person may have the aptitude for performing a job, but may not be interested in doing that.
(iii) If a person is interested in a particular job, he/she will also have the aptitude for it.
(iv) If a person has aptitude for a particular job, he/she will also be interested in it.
(a) Both (iii) and (iv) (b) Both (i) and (ii)
(c) Both (i) and (iv) (d) Both (ii) and (iii)

75. Which of the following are characteristics of emotionally intelligent persons?
(i) They perceive and are sensitive to various types of emotions in others by noting their body language, voice and tone, and facial expressions.
(ii) They control and regulate their own emotions and others' expressions while dealing with self and others to achieve harmony and peace.
(iii) They relate their emotions to their thoughts so that they take them into account while solving problems and taking decisions.
(iv) They never refuse anything to anyone.
(a) (i), (ii) and (iii)
(b) (i), (ii) and (iv)
(c) (i) and (iii)
(d) All of the above

76. Choose the option that correctly states the two forms that aptitude tests are available in.
(a) Independent and multiple
(b) Cognitive and affective
(c) Positive and negative
(d) Homogenous and heterogenous

77. Identify the following tests/test batteries as independent or multiple aptitude tests.
(i) Numerical Aptitude test
(ii) Armed Services Vocational Aptitude Battery
(iii) Clerical Aptitude test
(iv) Differential Aptitude Tests
(a) (i) - Independent, (ii) - Multiple, (iii) - Independent, (iv) - Multiple
(b) (i) - Multiple, (ii) - Multiple, (iii) - Independent, (iv) - Independent
(c) (i) - Independent, (ii) - Independent, (iii) - Multiple, (iv) - Independent
(d) (i) - Multiple, (ii) - Independent, (iii) - Multiple, (iv) - Independent

78. Which of the following is/are not the subset(s) that Differential Aptitude Tests (DAT) include?
(i) Verbal Reasoning
(ii) Numerical Reasoning
(iii) Abstract Reasoning
(iv) Mechanical Reasoning
(a) Only (iv) (b) Only (ii)
(c) Only (iii) (d) Both (ii) and (iii)

79. Who among the following developed an Indian adaptation of Differential Aptitude Tests (DAT)?
(a) S.M. Mohsin
(b) J.M. Ojha
(c) Uday Shankar
(d) M.C. Joshi

80. Which of the following statements correctly describes the effect of heredity and environment on creativity?
(a) Creativity and environment have a perfect positive correlation of 1 and it is completely independent of heredity
(b) Creativity depends on heredity of an individual whereas it is completely independent of the environment that he/she is brought up in.
(c) Creativity is independent of heredity as well as environment.
(d) Limits of the creative potential are set by heredity, environmental factors stimulate the development of creativity.

81. Which of the following statements best describes the relationship between intelligence and creativity?
(a) Creativity is completely independent of intelligence.
(b) Creativity and intelligence have a perfect positive correlation of 1.
(c) A certain level of intelligence is required for creativity but beyond that intelligence does not correlate well with creativity.
(d) People with high IQs will always be highly creative whereas people with high creativity don't necessarily need to have a high IQ.

82. Which of the following statements correctly distinguish between creativity tests and intelligence tests?
(i) Creativity tests involve divergent thinking whereas intelligence tests involve convergent thinking.
(ii) Creativity tests involve convergent thinking whereas intelligence tests involve divergent thinking.
(iii) Creativity tests are always verbal whereas intelligence tests can be verbal, non-verbal as well as performance based.
(iv) There are no specific answers to questions or problems in creativity tests whereas in intelligence tests, the person has to think of the right solution to the problem.
(a) Both (i) and (iv) (b) Both (ii) and (iv)
(c) (ii), (iii) and (iv) (d) Both (i) and (iii)

83. Which of the following are the abilities measured by creativity tests?
(i) Ability to think of a variety of ideas on a given topic/situation
(ii) Ability to guess causes and consequences
(iii) Ability to to think of unusual ideas to improve and to use common objects
(iv) Ability to see new relationships between seemingly unrelated things
(a) (i), (iii) and (iv) (b) Both (i) and (iv)
(c) (i), (ii) and (iii) (d) All of the above

84. Who among the following have developed creativity tests?
(i) Torrance
(ii) Guilford
(iii) Charles Spearman
(iv) Wallach and Kogan
(a) (i) and (iv)
(b) (i), (ii) and iv)
(c) (i), (iii) and (iv)
(d) All of the above

1. Variations in Psychological Attributes

1. (b)	2. (d)	3. (c)	4. (a)	5. (b)	6. (b)	7. (a)	8. (c)	9. (d)	10. (b)
11. (d)	12. (a)	13. (b)	14. (c)	15. (a)	16. (a)	17. (c)	18. (b)	19. (a)	20. (b)
21. (d)	22. (c)	23. (c)	24. (b)	25. (a)	26. (b)	27. (a)	28. (d)	29. (c)	30. (b)
31. (c)	32. (d)	33. (c)	34. (b)	35. (a)	36. (b)	37. (c)	38. (c)	39. (b)	40. (c)
41. (d)	42. (a)	43. (b)	44. (b)	45. (d)	46. (b)	47. (c)	48. (b)	49. (a)	50. (c)
51. (b)	52. (c)	53. (a)	54. (b)	55. (c)	56. (d)	57. (b)	58. (c)	59. (a)	60. (c)
61. (c)	62. (b)	63. (a)	64. (c)	65. (b)	66. (a)	67. (b)	68. (a)	69. (b)	70. (c)
71. (c)	72. (a)	73. (c)	74. (b)	75. (c)	76. (a)	77. (a)	78. (c)	79. (b)	80. (d)
81. (c)	82. (a)	83. (d)	84. (b)						